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ABSTRACT

A correlation is sought between a teacher's stages of professional growth and levels of invitational teaching. It is posited that stages of teacher professional growth are sequential, with each stage involving specific types of classroom behavior. Stage one is characterized by self concern, or a teacher-centered period. In the second stage, concerns over content, instructional strategies, discipline, and curriculum are paramount. Stage three is characterized by concerns clearly centered on the individual students' progress and achievement. The capacity to invite or disinvite students to learn is seen as a reflection of the teacher's developmental stage. A professionally mature teacher is capable of intentionally using behaviors that clearly invite students to actively participate in learning and that promote independent thinking. Invitational education, viewed in conjunction with stages of professional concern, might prove useful as a variable in reconciling some of the conflicting results in teacher effectiveness research. (JD)

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Inviting Teacher Professional Growth

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An Instance of Unintentional Disinvitational Teacher Behaviour:

* Grade 3 Teacher:	"Cliff, what are you daydreaming about today?"
	"Why, you've always got your mind on something else."
	"You've got to try harder."
	"You know you're the slowest one in the class."
	"Do you want some help after school?"
	"Do you want me to have your parents in for a conference?"
Cliff Evans:	"They won't come."
Teacher:	"Why not?"
Cliff Evans:	"They're getting a divorce."
Teacher:	Sigh (moves off)

* Transcript taken from film 'Cipher in the Snow', Brigham Young University, distributed by International Tele-Films Enterprises, Toronto, Ontario M6M 5A8.

Introduction:

The perspective of teaching as a developmental process in which teaching and learning are enhanced and new competencies achieved over time is an intriguing one. The present paper outlines a concern-based developmental model of teacher professional growth in relation to Purkey's levels of invitational teaching.[1] The paper is divided into three parts. The first section presents and examines a developmental model for teacher growth as a continuous progression, marked by early and later periods with each stage characterized by a specific area of concern as the primary focus of the teacher's attention.

The second section of the paper presents and analyzes a number of classroom video recordings and film segments in relation to the proposed framework of the 'concerns model'. Questions in this area center around which teaching behaviours reflect the highest degree of invitational teaching, whether postulated concerns of teachers do influence the level of invitational teaching possible, and whether or not the teacher behaviours depicted are distinguishable on the basis of their recorded verbal and non-verbal invitational behaviours.

[1] A video presentation entitled From Self-Awareness to Invitational Education, produced by the authors is intended to be viewed in conjunction with this paper.

The final section of the paper presents a general congruency model based on possible relationships among the levels of invitational education and the postulated stages in the professional development of teachers. More specifically it outlines a general strategy that teachers at all stages of growth could employ to better invite their students to meaningfully sort out their world. Implications for both pre-service and in-service education are noted.

Developmental Sequence of Teacher Professional Growth

This initial section presents a developmental sequence for teacher professional growth in relation to Purkey's levels of invitational teaching. The postulated stages of professional growth based on Fuller's (1969) findings on the concerns of student teachers and later extended to beginning and experienced teachers (Kass and Wheeler, 1975), are characterized by a specific area of concern as the primary focus of the teacher's attention in his assessment of his own effectiveness. As noted by Keavney and Sinclair (1978), Fuller's conceptualization does not show that concerns decrease, only that they change their nature (self to task to pupil). As discussed in a later section of this paper, the postulated change in focus of concern among teachers may be better explained by the actual operating level of invitational teaching associated with each stage of growth.

The postulated stages of teacher professional growth (Kass and Wheeler, 1978) are sequential, with each stage involving specific types of classroom behaviour.

Stage I - concern over self
(teacher-centered period)

Stage II - concern over instructional matters
(content-structure period)

Stage III - concern over individual learning problems
(student-centered period)

Resolution of earlier stage concerns is hypothesized as leading to the later stage concerns and previous stage competencies are subsumed in the characteristic teaching behaviour at the next stage. Individual teachers may move through the developmental sequence at different rates, or remain at either the first or second stage throughout their teaching careers.

Stage I - Teacher-Centered Period

Stage I concerns can be broadly classified as concerns over "self" and refer to those attitudes and feelings the teacher holds about himself and his role and their influence on his teaching behaviour. It includes concerns over class control and discipline, content competency, and evaluation of the novice teacher by others. Most concerns in this initial stage of teaching are perceived to involve assessments of the teacher's adequacy by himself, his students, his colleagues and others. This generalized concern over adequacy involves the ability to master the curriculum, to know the answers to student questions, to say "I don't know" on occasion, to become familiar with the available resources and equipment, to get the class to do what is intended, to anticipate problems - in other words, to "survive" in the classroom. It also involves the establishment of working relationships with school personnel and with gaining acceptance as a professional within the social organization of the school. Taken together, such matters form a massive concern of beginning

teachers (York, 1968, Gaede, 1978). The early phases (i.e. Phase I: Anxiety/Euphoria and Phase II: Confusion/Clarity) identified by Caruso (1977) in his work with student teachers also appear to be closely linked to Stage I concerns.

Stage II - Concern Over Instructional Matters (Content-Structure Centered Period

Major concerns in this stage of development center on the teaching environment, instructional strategies and the structure of the discipline and of the curriculum. Teacher emphasis is placed on what has been termed the intellectual grasp or cognitive organization of what is to be taught. Although Stage II teaching represents a shift away from the more obvious "self-oriented" concerns of Stage I, teaching is still primarily directed towards the class as a unit with relatively lesser consideration placed upon individual learning problems. The emphasis is clearly on teaching and teaching efficiently. However, there is a willingness to experiment, to try various instructional approaches, and to be less text-oriented than in the initial stage.

Stage III - Concern Over Individual Learning Problems (Student Centered Period

Stage III concerns clearly center on the student, with conscious effort on the part of the teacher to understand individual student capabilities in learning, to assess individual performance, and to separate his contribution to the student's successes and failures from those of the student. Evaluation

is viewed in terms of the student's gain in relation to his own potential.

The Stage III teacher is fully cognizant of both the differential effects of various educational approaches and the differential consequences of measuring educational achievement. Major concerns of this stage focus on the student: his specific learning problems, his growth problems, and his behaviour problems. The Stage III teacher is also conscious of the problems that involve subtle or little understood aspects of pedagogical behaviour, namely the teacher's expectations of student performance and the resulting cues or individualization. At what point Stage II concerns are superseded by Stage III priorities, as the focus of conscious attention and concern on the part of the teacher, is open to investigation. It is unlikely that some teachers attain this stage consistently.

This conceptualization of teacher professional growth is only a mediating statement at present and might also be part of some longer developmental sequence. While it represents an idealized image, the ideal is sufficiently close to reality to be readily recognizable by those who have had extensive contact with teachers at any level of education. The following section discusses this 'concerns model' in relation to Purkey's levels of invitational teaching as illustrated by selected, video taped, classroom teacher behaviour. The transcript for this video production, From Self-Awareness to Invitational Education, is available from the authors.

Invitational Education

Purkey's 1978 work Inviting School Success is an outgrowth of his earlier book (Self-Concept and School Achievement, 1975) which explored various dimensions of self-concept and their relationship to school achievement. Accepting the important role of self-concept in school achievement, the latter work directs its attention to how one may make, build or enhance students' self-concept within a school setting. The answer, according to Purkey, is to view the teacher as 'inviter'.

According to Purkey, the capacity to invite or disinvite always resides with the teacher and in many ways his work is an elaboration on the teacher's ability to intentionally or unintentionally exercise this 'inviting power' in a myriad of instances. Before relating this aspect to the classroom behaviours illustrated in the video tape, From Self-Awareness to Invitational Education, it is necessary to identify the levels of invitational teaching proposed by Purkey. He identifies four:

Level 1. Intentionally disinviting

Level 2. Unintentionally disinviting

Level 3. Unintentionally inviting

Level 4. Intentionally inviting

Teachers normally function at one of these four apparent levels from time to time. He further suggests that "most teachers appear to function typically at one level more than others" (p. 17). While no empirical evidence is provided to support this contention,

the invitational levels identified are seen to have considerable implication for the classroom teacher.

Level 1. Intentionally Disinviting

In the numerous classroom observations made and filming done in conjunction with this paper, no examples of this level were recorded. Indeed, the authors find it difficult to conceive of many teachers consciously operating at Level 1 for any legitimate portion of their time. Even though they may be few and limited in nature, there are unmistakeably instances where students are simply informed of their incapability, worthlessness and irresponsibility. This lower level is reflected by statements like, "Hey, you animals, recess is over, get in here", "You're not supposed to think, just do your work and don't hassle me!" Presumably there are also intentionally disinviting non-verbal behaviours which 'speak' just as loudly as their verbal counterparts in conveying negativity and inferiority to students. We can only hope that very few teachers intentionally disinvite students in this manner. This paper makes no attempt to deal with Level 1, other than acknowledgement. Rather, the emphasis is placed on the level which is seen to hold the greatest potential for teachers' professional growth, that associated with Level 2 or Unintentionally Disinviting teacher behaviour.

Level 2. Unintentionally Disinviting

The moving encounter cited on page one of this paper and dramatized in the video tape between Cliff Evans and his well-intended Grade Three teacher stands as an extreme, albeit too familiar, example of this level in education. Even after issuing six consecutive, highly disinviting statements, together with a number of probable non-verbal 'disinvites', the teacher still proved unable to be of any assistance to Cliff in his hour of great need. Even more tragic than her inadequacy is the fact that she, like so many, is totally and simply unaware of her disinviting behaviour and the impact her messages may have on the lives of her students.

Any teacher behaviour which students perceive to be chauvinistic, condescending or patronizing is likely to be interpreted as disinviting by the students, irregardless of the teacher's intentionality. For those involved in pre-service education, Level 2 behaviour is a particularly interesting and often familiar one. Teachers and student teachers who unintentionally disinvite students are "usually well-meaning and high-minded, but their teaching methods belie their good intentions" (p. 18). Teaching at this level is usually characterized by massive amounts of worksheets, busy work and a certain insensitivity and unawareness of the students' feelings.

Simple awareness of potentially disinviting (albeit unintentional) behaviour would seem to be the logical starting point in the reduction of its incidence. While it is difficult to state with any assurance that messages sent by teachers will be perceived as 'disinviting' by the students, the video tape abounds with examples of at least potentially disinviting behaviour (see for example the video transcript). Indeed, a major outcome of this exploratory study was the extent to which Level 2 behaviour may unknowingly be a part of the repertoire of a high percentage of teachers.

Level 3. Unintentionally Inviting

Unintentional invitations often occur spontaneously and arise without the teacher being able to identify precisely why the behaviour used was so successful. It is as if the teacher is able to invite learning effectively without an accurate awareness of the dynamics involved in the process. Witness the student teacher involved in the judging of a local school science fair. In an effort to better examine a student's exhibit, situated on the gymnasium floor, he decided to sit down. His action was followed immediately by the student joining him on the floor to willingly explain his project. There are undoubtedly a number of more subtle ways in which a teacher's behaviour results in students' feelings of being invited. Presumably, until one can identify these means, he will be unable to intentionally invite success in the classroom.

Level 4. Intentionally Inviting

There are a variety of ways and means available to teachers to intentionally invite student participation to sort out their world. This paper takes the position that teachers should strive to be explicit about the invitations they send to students. According to Purkey, "the more explicit an invitation, the more it lends itself to evaluation, direction and modification" (p. 19).

In an extension of Purkey's work, Novak (1978) relates invitational teaching as a theory of interpersonal communication, emphasizing the self, the self system and the processes by which the self is created, maintained and enhanced. He views the direction of the invitational/disinvitational process negatively or positively depending upon the nature of student and teacher perceptions involved. At least four situations can arise as illustrated by the matrix:

Teacher Perceptions/ Behaviour	Student Perceptions/Behaviour +	Student Perceptions/Behaviour -
+	I ++	II +-
-	III -+	IV --

The goal of invitational teaching, according to Novak, is to constantly strive to achieve the situation illustrated in Square I, where teachers who possess positive perceptions towards students interact with students who feel good about themselves.

important factor which may influence teachers' ability to operate in Square I is the stage of professional growth of the teacher discussed earlier. The latter section of this paper discusses a general congruency model based upon the levels of invitational education and the postulated stages in the professional development of teachers.

Levels of Invitational Teaching and Stages of Professional Growth

Preliminary evidence obtained via classroom teacher observations is suggestive of a general congruency among selected levels of invitational teaching and the concern-based sequence of teacher professional growth. This may be represented schematically as follows:

Levels of invitational teaching		Stages of Professional Growth
Level 1 - Intentionally Disinviting		(no correlation)
Level 2 - Unintentionally Disinviting	↔	Stage I - Teacher-Centered Period
Level 3 - Unintentionally Inviting	↔	Stage II - Content-Structure Period
Level 4 - Intentionally Inviting	↔	Stage III - Student-Centered Period

The double-headed arrows indicated opposite three of the invitational levels represent only that level deemed most probable to occur given the pattern of teacher behaviour associated with each stage of growth. While there is no analogue for the

intentional disinviting teacher (Level 1) in the proposed sequence of development, intentional invitational teaching (Level 4) is clearly seen in relation to Stage III attributes. The analysis of instances of invitational teaching in the present study is supportive of 'linking' sound professional growth to levels of invitational teaching.

Stage I

Stage I is characterized by a high degree of teacher directiveness and domination and hence possesses the highest probability for disinviting teaching to occur. Further, Stage I is seen as a period of considerable stress which may result from a type of role conflict among teachers. On one hand the teacher is rewarded by the educational community if he is competitive, authoritarian, content-oriented, discipline-oriented, achievement-oriented and generally demanding of a high degree of performance of his students. On the other hand, he is rewarded if he is non-competitive, supportive, conforming and takes responsibility by helping and guiding the students. The Stage I teacher is prone to the former position and the extent to which he is able to be other-oriented depends upon his ability to resolve these early major concerns. Often this may be accomplished only at the expense of a high degree of Level 2 (unintentionally disinviting) teaching.

The growing body of research in education associated with self-concept theory (Combs, Avila and Purkey, 1970, 1978;

Rogers, 1951, 1967) emphasizes the importance of the teacher's self-concept in determining teacher behaviour. Changes in self-concept during teaching do occur, but they occur slowly and in a non-threatening environment. For this reason, Stage I is viewed as a critical period for determining future professional growth toward the later student-centered period. Until the teacher feels adequate and secure himself, he is not likely to help students feel secure.

It may be that the intentionally disinviting teacher (Level 1) has adopted this disinviting approach as a form of coping style in an attempt to reduce anxiety. As noted by Sinclair et al (1974), while coping styles are implemented to reduce anxiety, their impact need not necessarily be totally positive. One possible style, dogmatism, for example, may be less conducive to the learning process than the anxiety it replaces. In a similar manner the intentionally disinviting behaviour indicative of Level 1 may represent an equally undesirable coping strategy.

Stage II

At Stage II the structure of the subject matter frequently serves as the theoretical framework for teaching. Questions of concept organization, objectives, methods of presentation, the design of effective instructional materials and activities and related considerations directed at developing effective teaching approaches to the topic are the focus of attention. The

manifestations of such concerns by the Stage II teacher are reflected in his attempts in classroom curricular innovation, experimentation with rearrangement and sequencing of topics within his discipline and the increasing flexibility of approach exhibited in his teaching.

Much of the teaching at this stage proves successful although the Stage II teacher is often unaware of the dynamics involved in the process. The unintentionally inviting teacher is often not in a position to identify the causes of his or her successes or failures. Hopefully the Stage II teacher begins to identify what makes a difference in his behaviour and begins to intentionally invite success in his classroom.

Stage III

One important dimension of the Stage III teacher pertains to the degree to which he permits students to discover underlying concepts and generalizations for themselves. The Stage III teacher realizes that it is not always desirable merely to tell the student what you want him to know and understand. Rather, it is sometimes better to ask questions, to invite the student to become active, to seek for himself, and to use and evaluate his own ideas. The Stage III teacher intentionally invites success in his classroom without abandoning the student entirely to his own devices. Invitational teaching at this level is closely related to what Gage (1968) has termed 'indirectiveness'.

Relationships among professed concerns, teaching behaviour and Purkey's levels of invitational teaching warrant examination both within and across the stages. Invitational education viewed in conjunction with stages of professional concern might prove useful as a variable in reconciling some of the conflicting results in teacher effectiveness research.

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